



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** PS 115 THE ALEXANDER HUMBOLDT SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 06M115):**

**PRINCIPAL:** ANGELA RODRIGUEZ **EMAIL:** ARODRIGUEZ12@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **ELSA NUNEZ**



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Angela Rodriguez	*Principal or Designee	
Juan Paredes	*UFT Chapter Leader or Designee	
Rosanna Cabral	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Rosa Urena	Member/Parent	
Genoveva Ashburn	Member/ Parent	
Evelyn Vargas	Member/ Parent	
Simona Santos	Member/ Parent	
Jose Garcia	Member/ Parent	
	Member/ Parent	
	Member/ Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders should implement a system to monitor teacher quality and student achievement and increase the rigor as well as differentiate instruction that will provide an entry level for all students as they engage in activities that promote higher order thinking skills.

**JIT 2010 Recommendations:**

- ❖ A supervisor (Rating Officer) should be charged with the responsibility for ensuring the **implementation of a school-wide accountability system to monitor all student achievement**, which includes the weekly monitoring of achievement of SWDs using research based progress monitoring tools and Benchmark assessments. Page 4
- ❖ The school leaders should support staff in developing high expectations for SWDs through PD, study groups and evaluation/analysis of student outcomes. Page 5
- ❖ A supervisor (Rating Officer) should be charged with the responsibility of :
  - ensuring the implementation of Tier 2 instruction using research-based Tier 2 materials and **progress monitoring procedures and consistent formal and informal teacher observations/lesson plan inspection during all ELA instructional periods**, including those educators involved in providing academic interventions during the school day and during the extended day;
  - serving as the **instructional specialist and providing daily support to the teachers in self-contained classes, as well as all teachers supporting SWDs;**
  - updating other school leaders/Principal’s Cabinet, at least twice monthly to plan and adjust Tier 1 and Tier 2 Instruction, appropriate strategies and schedules based on the ongoing progress monitoring of:
    - Phonemic Awareness Grades K-2;
    - Phoneme Segmentation K-2;
    - Letter Names/Letter Sounds/Letter Formation K-2;
    - Word Attack-Real and Pseudo word K-2;
    - Oral Reading Fluency of words, phrases and passages with the goal of 60 correct words per minute by the end of grade 1 and 90 correct words per minute by the end of grade 2;
    - Retelling Fluency; and
    - Word and Passage Comprehension (e.g., Woodcock Reading Mastery Test). Page 5

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision
  2.4 School leader’s use of resources  
 2.3 Systems and structures for school development
  2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals. **TEACHER EFFECTIVENESS:**
- To improve teacher practice through implementing and conducting effective teacher evaluation inclusive of quality actionable feedback
- By June 2013, the principal and assistant principals will conduct a minimum of 6 informal classroom visits and 1 formal observations for each

teacher at PS 115.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) Timeline for implementation.

### Strategies/activities that encompass the needs of identified student subgroups and key personnel and other resources used to implement these strategies/activities,

The Danielson (2007) Framework implemented in 2011 serves as a research based model defining what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism. The Danielson Framework serves as a guide to support our goal to improve teacher practice through actionable feedback that aims at promoting student achievement. In order to monitor our work we are implementing a school-wide accountability system to maintain a record of classroom visits and teacher observations. The Charlotte Danielson's Framework for Teaching allows for our school community to develop a school wide common language and understanding of what effective teacher practice is, allowing for self-reflection and focused discussions. The school administration team uses the Danielson's Framework for teaching to provide teachers with feedback on the teaching practices observed to improve teacher pedagogy. Coaches and school leaders support teachers in the development of lesson plans and provide constructive feedback via cycles of observation. In addition teachers use the framework to self-evaluate themselves using the targeted competencies in order to develop a baseline, assess growth and identify professional development needs for individual and groups of teachers. An example of needs assessment identification and subsequent PD may include the need for differentiation, questioning techniques, establishment of routines and procedures, setting instructional outcomes, grouping, etc...The desired outcome is to enhance teacher pedagogy and create a culture of reflective practices.

### Timeline

- Principal and assistant principals will attend further training regarding implementation of the Danielson research-based teacher effectiveness framework to use in informal observations to ensure consistency of practice and feedback. – (September 2012-June 2013)
- Introduce Chancellor's Instructional Expectations regarding ongoing actionable feedback for all staff to build shared understandings and consensus of processes, identified key components and organizational/ structural issues, pertinent to PS 115 – Principal (September 2012 – June, 2013)
- Provide opportunities for Teachers to engage in self-assessments on selected components of the Danielson Framework for Teaching – Planning/Preparation and Teaching – and identify one at least one area for growth – Principal/Assistant Principals (November 2012)
- Train the Instructional Cabinet which is comprised of the Literacy & Math Coach, Special Education SETTS Teacher, Bilingual Coordinator, and Intervention Teachers regarding implementation of the Danielson research-based teacher effectiveness framework to use in informal observations to ensure consistency of practice and provide teachers with *peer- peer feedback*.
- Develop weekly schedules for administrative team to ensure informal observations are regularly scheduled so as to ensure a minimum of 6 actionable feedback sessions for each teacher at PS 115 – principal/Assistants Principal (September 2012 – June 2013)
- Develop clear processes for engaging in short, frequent cycles of classroom observation and feedback and communicate to staff – Principal/Assistant Principals and Coaches (September 2012 – June 2013)
- Schedule regular monthly administrative meetings to collaboratively share feedback so as to build consensus of understanding, as well as consistency and Clarity in expectations for teacher practice, guided by research-based teacher effectiveness set of rubrics. – Principal (September 2012 – June 2013)
- Purchase further study materials/ texts/ to build administrators' knowledge of teacher effectiveness framework as well as facilitating professional conversations

including actionable feedback/ reflective questions.

- Administrators conduct monthly grade level focused walkthroughs to identify patterns and trends as well as gauge progress.
- Administrators provide teachers with written and individual feedback during scheduled administrative cycles of observation meetings. (September 2012-May 2013)
- Implementation of the Waterford Intervention program for Tier 1 Intervention which is a digital curriculum that provides an individualized experience from introduction to mastery of critical concepts in reading, mathematics and science. Curriculum is aligned to the Common Core State Standards for both mathematics and language arts, our students will discover the fun of learning with full-motion video, brilliant animation, entertaining songs and interactive activities. This program has learning that extends beyond the computers with supplemental materials for both classroom and home use. The programs adaptive sequence plots an individual course for each student through the curriculums 2,700 discrete learning objectives based on each learners individual strengths and weaknesses. The programs management system delivers real-time reports on student performance which help teachers decide on future instruction.
- Implementation of the SuccessMaker Intervention for Tier 1 Intervention which is a digitally driven reading and math learning program that focuses on the needs of each individual student for instruction that is automatically differentiated. The program itself creates a customized learning path built around the programs ongoing analysis of each learner's actual performance and allows teachers to monitor student progress, customize achievement and forecast achievement.

**Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

By January 2013 the following assessments will assist in monitoring our progress: An instructional walk through performed by our Network specialists in collaboration with the Principal and the school team review of our mid-year Compliance Review, feedback from Network staff, and collaborative self-evaluation conducted by school leadership.

**In order leverage both human and financial resources that serve all students, it is required school leaders facilitate leadership capacity. The strategies and activities that will include:**

- Principal and Assistant Principal Study Groups (September-June, ongoing).
- Identification and development of staff for Instructional Cabinet (October)
- Principal and Assistant Principal and Extended Cabinet weekly meetings (August thru June).

Targets to evaluate our progress, effectiveness and impact will consist of the following:

- By November 2012 our Network Supervisory Support Specialist will complete a walk-through with school leaders
- By January 2013 teachers will have received 3 cycles of observation and 6 total by June 2013.
- By February 2013 each classroom teacher will have received a Formal Observation and any unsatisfactory rated teachers will have 2 Observations by April 2013.
- Network visits are conducted on a monthly basis to provide support with English Language Learners, Students with Disabilities.



**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Utilize FSF to hire two assistant principals

Use Focus and Priority funds to hire a Literacy Coach

Use TL NYSTL Hardware to purchase 2 computers/supplies general for K-2 classrooms to be dedicated to the Waterford and SuccessMaker Program

Focus and Priority funds to purchase 2 computers/supplies general for 3-5 classrooms and computer desks/furniture to house the computers purchased to implement the Waterford Program

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**JIT 2010 Recommendations:**

- ❖ The school should conduct a needs assessment of the ELA instructional deficits. The school should then implement an effective, coherent balanced literacy model that includes a comprehensive, written curriculum aligned with the NYS standards that is prioritized to address K-5 deficit areas. (Page 3)
- ❖ The supervisory team should implement a systematic approach for the development and monitoring of daily lesson plans; unit tests; benchmark assessments, including the Dynamic Indicators of Basic Literacy Skills (DIBELS); and weekly K-5 ELA student progress. (Page 3)
- ❖ The school should select a research based, systematic ELA instructional program for grades K-5, ( Page3)

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 3.2 Enacted curriculum

  X   3.4 Teacher collaboration

\_\_\_\_\_ 3.3 Units and lesson plans

\_\_\_\_\_ 3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*To improve teacher effectiveness through teacher led collaborative development of CCLS aligned curriculum maps, with a focus on developing rigorous tasks for students; with special attention to English Language Learners*

- By June 2013, 6 teacher teams have collaboratively adapted, implemented and evaluated rigorous curriculum maps in Literacy aligned to the Common Core Learning Standards and the “Shifts” in literacy

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

The Common Core Learning Standards will be the groundwork of our curriculum. According to the New York State Education Department, the main goals of the CCLS are to provide a “common core benchmarked, aligned with work and post-secondary education expectations, and comprehensive of the higher order skills that students need” (NYSED, 2012).The research based instructional curriculum and activities that is being used by our school community to support the goal has been selected based on the premise that all learners, Pre-k thru 12, must be college and career ready. In 2010 our school became affiliated with Teachers College and became a Teachers College Reading and Writing Project school. As a result we have adopted the Teachers College designed Reading and Writing units. With a more strategic focus on the practice of Balanced Literacy, teachers are supported, through PD, which is provided by Columbia University Teachers College, in specific areas of Balanced Literacy with a focus on responsive teaching, in order to best support the individual needs of students. Teachers will be able to address students' needs through the use of responsive teaching through specific components of Balanced Literacy including the read aloud, demonstration or modeled writing, shared reading, shared writing, guided reading, independent reading and independent writing, and word study. Utilizing classroom assessments, including

formal and informal assessment data, for example in grades 3--5, the NYS Testing Program Item Analysis, running records, high frequency spelling and corresponding spelling stage, Periodic Assessments, ITAs etc.. will provide teachers with information about their students areas of strength and deficiency. The Literacy Coach support teachers review and analyze data to plan instruction that address the students' needs through the different components of Balanced Literacy. As part of the responsive teaching approach, teachers will model specific strategies before reading and will monitor students while they read/write independently. The desired outcome is to implement a research based, systematic ELA instructional program for grades K-5 to propel student growth in literacy.

Concurrently we aim at adapting a curriculum that incorporates the following:

- Implementation of the New York City DOE Instructional Expectations and Shifts.
- Implementation of the CCLS
- Rigorous and challenging for all students
- Development of explicit language to ensure a clear understanding of learning objectives.
- Embedded formative and summative common assessments

Research Based Instructional Strategies (RBIS) identified by Teachers College Readers and Writers Project, will be embedded in daily lesson plans. These strategies consists of coaching towards reading behaviors towards reading with fluency and comprehension, setting goals, providing actionable feedback to students, conferring, collaborative learning, higher order thinking, questioning and more importantly highlighting and reinforcing student effort, self-assessment and independence. Cooperative learning will be the core of our classroom instruction. Teachers of students with disabilities and English Language Learners receive on-going support through professional development strategy based activities, building schema, scaffolding of instruction, inter-visitations, lab-sites, modeling, and IEP development and goal setting students with disabilities for NYC DOE Special Education Reform.

This support is provided by representatives from the Network, Teachers College Consultants, Administration team, SETTS Teacher, Lead teachers and off-site workshops in order to plan and execute professional sessions that address the needs of staff. The strategies and activities are being developed via Professional Learning Communities as it is our belief that teacher led teams allow participants to contribute, try out new strategies and analyze results Lead teachers work with teacher teams and individual teachers to assist teachers in executing school-wide goals of providing rigorous instruction aligned to the common core standards that provide various entry points to help meet the needs of the individual and subgroup students.

#### **Timeline**

- Provide teacher teams further training in CCLS, cognitive rigor, higher order thinking skills and curriculum mapping via Network support and Literacy Coach(September 2012-May 2013)
- Teacher teams will develop CCLS aligned tasks, mapping out the 2012/2013 year during Common Planning Periods and PLT Meeting Times (September 2012-May 2013)
- Teacher teams will review and revise our curriculum maps and units of study with a the Literacy Coach Common Planning Periods and PLT Meeting Times (September 2012-May 2013)
- Teacher teams and administrators will make sure that our curriculum map in literacy evidenced 50% Informational Text (September 2012-May 2013)
- Organize a book room by genre and ensure that 50% of resources are informational text – September-April 2013
- Teacher teams and administrators review and revise the curriculum to ensure that the writing curriculum emphasizes the use of evidence to inform or make an argument during Common Planning Time, PLT and November PD Day (September 2012-May 2013)
- Provide PD for all teachers on developing tasks using Depth Of Knowledge (DOK) –Assistant Principals, Consultant, Coaches(September 2012-May 2013)
- Provide opportunities for teachers to develop, implement and engage all students in 2 literacy and math task embedded in our curriculum as indicated in the Citywide Instructional Expectations – Winter and Spring – Principal, Assistant Principals, Teachers, Coaches, Consultants (September 2012-May 2013)
- Teacher teams will show evidence of academic vocabulary in their lesson plans and units of study – Teachers will focus strategically on comprehension – Common Planning and PLT –Math Assistant Principals, Coaches (September 2012-May 2013)
- Teacher teams will develop lessons and units of study showing evidence of different entry points in a lesson/unit to ensure academic success for all students; with special attention to ELL and SWD – Common Planning & PLT – Literacy and Math Assistant Principals, Coaches, Consultants (September 2012-May 2013)
- Teachers will show evidence of shared reading in their lesson plans/units of study in all content areas – Common Planning & PLT – Assistant Principals (September 2012-May 2013)

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Utilize Focus and Priority Funds to purchase TEACHERS COLLEGE consultancy days in literacy to support teacher teams and Per Diem to hire substitute teachers to cover teachers receiving professional development during the school days.
  - Use Title I funds to purchase additional resources for the literacy book room – Informational Unit
  - Utilize Focus and Priority Funds to offer per-session to teachers to work collaboratively to adapt and develop rigorous performance tasks.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

#### **JIT 2010 Recommendations:**

- ❖ The implementation of a more rigorous curriculum is needed that promotes higher order thinking skills and creativity by incorporating instructional techniques such as: Bloom's Taxonomy six levels of questioning; thinking maps; KWL charts; inference; predicting; and compare and contrast strategies in all lesson planning. Page 4
- ❖ The school should assign a full-time Literacy Coach to provide on-going PD in class instructional demonstrations and models to address student deficits in reading, writing, listening and speaking, especially in grades K-4. Page 3
- ❖ A common understanding of the Workshop Model and the use of student data to provide differentiated instruction should be developed, e.g., centers; choice boards; entry points; independent study; learning contracts; jig-saws or tiered activities. Page 4
- ❖ An instructional technology component should be implemented that enables customization and differentiation of instruction by engaging tech support personnel for use of SMART boards; document readers; projectors; PowerPoint; computers; DVDs; videos; and software packages. Page 4

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**To implement a systemic system to analyze students' progress to be utilized by teachers throughout the year that is reflective of instructional needs to promote school wide academic growth.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

The research based instructional activities that are being used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards. We will continue to use the Network Support to provide instructional and technical support to administrators, coaches, support staff and teachers. In support of the work of teachers, our strategies and activities will include:

  - The Teachers' College Curriculum
  - Curriculum Maps
  - The Danielson Framework

- Professional learning committees
- An Instructional Support Cabinet

Teachers at all grade levels meet during the PLC to analyze student data and work samples. Teachers modify daily and unit instruction based upon the collaborative analysis of student data. The teachers further develop the planning of instruction based upon students' data, student conferences, and informal and formal observation of student progress. Our Teachers College Curriculum emphasizes explicit and differentiated instruction catered to the needs of individual students. The classroom teacher will provide students with differentiated small group instruction based upon the analysis of student data. Teachers will work with small groups to support the needs of their student and ELLs. The teachers will continue to conduct ongoing assessments using Teachers College Running Records and students' Writing Assessments. Teachers will have the opportunities to evaluate, and assess the effectiveness of implemented instructional strategies during their grade PLCs. Teachers will continue to submit their students' Independent Reading Levels to administration on scheduled for five months of the school year. The teachers will continue to submit the Fountas and Pinnell Reading levels for their level 1 students scheduled for the alternating five months of the school year. Professional Learning Communities have been looking diligently at student work using protocols and the Inquiry Process. During these meetings teachers collectively analyze student work using a CCLS aligned rubric and make instructional decisions that lead to improved student outcomes. Teachers use results of standardized exams, running records, writing pieces, end of unit tasks and exams to measure student progress towards grade level goals. Teachers collectively review and analyze student work to surface trends and plan next steps.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

As identified by the New York State Department of Education (NYSDOE) and New York City Department of Education (NYCDOE) ELLs and SWDs at Lexington Academy are not making progress toward making Academic Yearly Progress (AYP), and/or have not shown sufficient progress on the Progress Report for the 2010--2011 academic year. Moreover, SWDs have not made Adequate Yearly Progress (AYP) for the academic year 2010—2012 and therefore this goal is both timely and appropriate for meeting the needs of all our subgroups.

- Extend the range of social and emotional supports
- Provide all students with individualized supports and opportunities for healthful living

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_ 5.2 Systems and partnerships

\_\_\_ 5.4 Safety

X 5.3 Vision for social and emotional developmental health

\_\_\_ 5.5 Use of data and student needs

**Annual Goal #4**

Support the academic and social/emotional needs of sub-groups, specifically, English Language Learners (ELLs) and Students with Disabilities (SWDs), that are consistently underperforming as compared to their peers on the same grade level.

**Instructional strategies/activities**

ELLs and SWDs have specific needs in addressing their learning and achievement, however, a critical starting point to achieve the goal of increasing ELL's and SWD's achievement will include: The gathering and analysis of information on student learning outcomes to identify trends, strengths, and areas of need at the school level. Such a practice would be aligned with Quality Review statement 2.1, and generally follows quality school practices that promote student achievement. At minimum the following will be implemented to support the needs of ELLs and SWDs: All school personnel, including, school leaders, guidance counselors, teachers, and coaches will be actively involved in examining students' attendance, achievement on summative and formative assessments, trends in social and behavioral and referrals to the intervention team. Teachers, in groups of 6-10 students, will address the needs of specific students during the extended day period which has been redesigned (2x per week at 50 minutes each day and an additional day for teachers to examine student work products) to maximize instructional time and student progress. During the extended day, teachers will provide targeted instruction to students identified as ELLs and/or SWD. Teachers will also utilize the fifty minute period to work as teams of teachers to looking at students' performance in Mathematics and addressing their needs through Performance Based Assessments and accompanying rubrics to provide a clearer picture of students' deficiencies and strengths. Teachers of ELLs in grades PK—2 will implement a phonemic program to address the needs of students. A Saturday program for ELLs, through the Saturday Academy and the ACHIEVERS, Extended Learning Time Consultant will provide additional support for students needing continued after school instruction. ELLs' and SWDs' Progress will be measured intermittently beginning with a baseline of all the data collected including NYS Standardized tests, ITAs, Periodic Assessments, NYSESLAT, Running Records and Teachers' formal/informal observations. Instructionally targeted intervention will be provided and ongoing formative assessments will be administered. The assessments to be used will include teacher made Acuity tests that mirror the assessments used in the baseline. Students' goals will be determined and revised with student input on an ongoing basis. The AP and the Principal will have monthly meetings with teachers of ELLs and SWDs. The Principal and APs will meet with all teachers grades PK —5.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Focus and Priority Funds\_\_\_\_\_

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

Focus and Priority Funds and Title III funding will be used to support the after school general education, special education and ELL Academies. The Saturday academy will provide test sophistication and enriching opportunities for ELL students to become immersed in the developing and acquiescence of the needed language for academic success. Title I and Tax Levy funds will also be used to provide to support our students in need of AIS as described above.



**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Increase parent engagement and involvement
  
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.  
 6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- To increase parent involvement and outline how parents will share responsibility for improved academic achievement

**Strategies to increase parental involvement and engagement**

Response to Intervention (RTI) (Swanson & Deshler, 2003), a research based model, maintains that when families, schools and communities work together, children are more successful in school and schools improve. Family, school and Community Partnering across the Tiers consist of the following: effective partnerships including parents, families, student, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and share ownership of student challenges and successes. We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following: The PS 115 School Community, including, members of the School Leadership Team (SLT), Principal, Assistant Principals Literacy Coach, Teacher Instructional Team, the Parent-Teacher Association (PTA) Executive Board, and other members of the school team will engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school and class expectations, including information on students' academic, attendance, and behavioral strengths and weaknesses and recommendations for improvement, including conversations and support around the Common Core Learning Standards (CCLS). School leaders will at minimum: Hold the required PTA meetings. Provide learning workshops around the CCLS, ARIS Parent Link (APL), sponsor grade level meetings for parents with targeted strategies around literacy and mathematics, as well as content areas. Strategically the following will be conducted in an effort to ensure increased parental involvement: Monthly newsletters that will be sent home including grade level curriculum information with ways for parents to support the curriculum at home. Our Parent Coordinator will continue to conduct a needs assessment survey which will be sent to every home in the first third part of the school year, in order to better identify the needs of our parent community. Utilizing a similar survey, parents' talents and strengths will be assessed and given the opportunity to volunteer in the school in various capacities that builds on their strengths. Parent Coordinator will coordinate activities and workshops at least monthly, inviting critical staff members, to present and share information with parents in an informal setting. We will continue to provide our adult

ESL classes to our parents thereby equipping our parents with the skills necessary to advocate for their child's education, and supporting their children with their academic needs. As presented in our Parent Compact, ARIS parent workshops will continue monthly, and we will have assigned open access times for parents to use our computer lab and/or computers in the PS 115 Family Room. The principal and the parent coordinator will organize a variety of activities including informal chat sessions whereby parents will be given the opportunity to share in concerns and discussion. The Principal and the AP will create "learning walkthroughs" for parents thereby providing access for parents to experience what their child is learning. Parents will participate in Columbia University Teachers College trainings to learn how to best support their child in the home. Key staff that will support this work includes school leadership, parent coordinator, pupil accounting, secretary, data specialist, guidance staff, community supports and our network support

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal, Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover the OTPS including:

Title I and Focus and Priority Funds 1 percent Parent Involvement Funds will be used to support parent learning in key areas as necessary in collaboration with the PTA and SLT, the funds will be utilized to build capacity for our parent that is directly linked to student achievement. Technical support will be given to

Parents by our AP, Parent Coordinator, Principal and PTA president. Time will be scheduled for parents to use our computer lab and for parent

Workshops as necessary.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<p><b>ELA</b></p>	<p>Programs used: The Comprehension Toolkit and Fountas &amp; Pinnell Intervention Kit. Within the two programs teachers utilize the following tools: running records, and assessments of word analysis, vocabulary in context, and dimensions of fluency. The Comprehension Toolkit is a program geared toward promoting strategies to enhance the ELA standardized test and the NYS Strand. It teaches strategies to promote students' reading comprehension. It also allows students the opportunity to think on higher level, infer, use background knowledge, make connections and comprehend the reading. This program also lends itself for the other subject areas to be embedded into it where students will then utilize the skills being taught. The Fountas &amp; Pinnel Intervention Kit is geared to lower grades students' who are very low readers. Teachers conduct small guided reading instruction with the purpose of strengthening the students reading fluency and word analysis. In addition, teachers meet the students individually to confer and assess their knowledge of the skills being taught.</p> <p>The Comprehension toolkit            Tools: articles and nonfiction books (suggested book list is provided in the kit).            Assessments:</p> <ul style="list-style-type: none"> <li>• Strategy Wrap Up (student writes about what they have learned from the strategy, which is then graded by rubric)</li> <li>• Assessment checklist for each strategy</li> <li>• Thorough explanation of the article or book read</li> <li>• Teacher made assessments (optional)</li> </ul> <p>The Fountas &amp; Pinnel Intervention Kit            Tools: level books (fiction &amp; nonfiction), worksheets, running records (provided in the kit)            Assessments:</p> <ul style="list-style-type: none"> <li>• Running records</li> <li>• Word Analysis (word features, and high frequency words)</li> <li>• Vocabulary in context (accuracy)</li> <li>• 6 dimensions of fluency rubric (pausing, phrasing, stress, intonation, rate, and integration)</li> </ul>

<p><b>Mathematics</b></p>	<p>Programs put in place and the services being provided for intervention are based on the analysis of assessment data. The AIS math teacher reviews the NYS test strands of state exams along with unit tests students have taken in order to determine the target areas to work on. Furthermore, the teacher tracks Pre and Post Baseline assessments to review progress (tools used: Every Day Math and Do the Math). The programs used: Every Day Math, Intervention program Do The Math, and NYS Ready Instruction for Math. While using Every Day Math AIS teacher incorporates games, assessments, and differentiated handbook to teach the target areas.</p> <p>AIS teacher pushes into the classrooms and conducts small group instruction differentiating the skills according to the students' academic levels. In addition to small group instruction there is also one to one instruction for targeted students. Also, students are paired accordingly in order to practice the skills being taught.</p> <p>Do The Math is organized into 12 scaffolded modules that focus on rebuilding fluency with whole numbers and fluency with fractions. Every module includes a series of thirty 30-minutes step-by-step lessons. Progress monitoring is followed by suggestions for differentiating instruction-what- to do for the students who need additional support and those ready for a challenge.</p> <p>Progress is measured as follows:</p> <ul style="list-style-type: none"> <li>• A baseline assessment establishes a benchmark with which to measure each student's mathematic growth after completing the module.</li> <li>• Progress monitoring, which occurs every fifth lesson</li> <li>• The End-of-Module Assessment or Summative Assessment provides an opportunity to measure student growth and an opportunity to give continued support to those who need it.</li> <li>• Other skills addressed: Test Taking Strategies, study, and organizational skills</li> </ul>
<p><b>Science</b></p>	<p>Language Proficiency Program focuses on the development of Science Content through a literacy based curriculum. Students explore and experiment science concepts and skills as they utilize reading and writing skills to make their predictions, observations, and conclusions. Non-fiction science books are also used to augment science background knowledge and improve understanding of science concepts. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>

<p><b>Social Studies</b></p>	<p>Through the use of bibliographies, current events, articles and poetry, social studies concepts and skills are taught through the integration of literacy skills. Special attention to cultural traditions, Historical figures and map study will take place during each unit. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Guidance counselor will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the student to other family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance intervention plan. Based on patterns of negative behavior or social and emotional decline, Students are referred to the Child Study Team for further support as well as outside agencies and treatment centers.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>School Psychologist evaluates AIS students that have been referred for and evaluation and provides information on the psycho-social development of the student.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The School Social Worker will provide counseling services in grades 3-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Through individual and small group counseling the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies. Working closely with the family and classroom teacher is part of the process used to support the student.</p>
<p><b>At-risk Health-related Services</b></p>	<p>A school nurse provides the health services</p>

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE  
P.S. 115M THE ALEXANDER HUMBOLDT SCHOOL  
PARENT INVOLVEMENT POLICY**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S 115M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. P.S 115M will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S 115M's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.



In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, The Alexander Humboldt School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

#### **P.S 115M ALEXANDER HUMBOLDT SCHOOL PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

PRINCIPAL:

EMAIL:

SUPERINTENDENT:



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.  
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 3.2 Enacted curriculum

\_\_\_\_ 3.4 Teacher collaboration

\_\_\_\_ 3.3 Units and lesson plans

\_\_\_\_ 3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

\_\_\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_ 5.2 Systems and partnerships

\_\_\_ 5.4 Safety

\_\_\_ 5.3 Vision for social and emotional developmental health

\_\_\_ 5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

\_\_\_ 6.2 Welcoming environment                      \_\_\_ 6.4 Partnerships and responsibility  
\_\_\_ 6.3 Reciprocal communication                      \_\_\_ 6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			



**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 06M115      **School Name:** Alexander Humboldt

**Cluster:** 05      **Network:** 532

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to determine the school's written translation and interpretation needs, our school looks closely at the Home Language Survey, and Student Demographic Report to determine the languages students speak at home. According to the Home Language Surveys and the Ethnic Census Report 96.55% of the students at school are native Spanish speakers. 1.04% are African American, 1.64 of the students are White non-Hispanic, and 0.14% of students are American Indian/Alaskan. These families home language is English and therefore do not require translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As the data above shows, most of our parents are predominantly Spanish speaking therefore, the need for translated school materials is essential in establishing a successful communication between parents and school. PS 115 provides all communications via parent letters which are sent home in English and Spanish, and there is always someone readily available to translate for parents in the office, classrooms and on the phone. The school works in conjunction with the Parent's Association and the Parent Coordinator to organize workshops and meetings addressing academic and informational needs of the school in both English and Spanish. All written translations and oral interpretations are made by Rosa Urena and Margarita Casimiro.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our school is committed to providing our parents with all the necessary information they need. All communication with parents are issued in both English and Spanish. All translations can be requested through the main office from our parent coordinator, Margarita Casimiro. Our school utilizes in-house Spanish speaking bilingual, biliterate personnel to provide written translations for parents. Since our population is mainly of English and Spanish speaking families, we do not need additional translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral interpretation services are provided by our in-house Spanish speaking bilingual personnel. Since the majority of our staff is equipped to do self-translation, we do not need to employ an outside contractor or vendor for these services. Our point person for oral translation is Maria Rodriguez. Our school staff is fluent in Spanish and serves as an excellent resource at our parent workshops and meetings. Utilizing the human resources we have, we are able to meet the translation needs of the community.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Chancellor Regulations will be fulfilled using a variety of sources to increase parent participation and involvement. All school communications sent home will be translated into Spanish using our school personnel. The school will notify parents in a letter detailing the availability of personnel in the office and in the school in general to translate over the phone, in person or as necessary in regards to their child's education. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff are bilingual and able to assist parents with questions and concerns. Signs informing parents are available in Spanish and English to meet the needs of all parents. The postings will be placed on the bulletin board inside the Main Office and in the Parent Coordinator's Office. The point person for Oral Translations, Maria Rodriguez, is available from 9:00AM to 5:30 PM daily. She is centrally located in the Main Office. Should any special circumstances arise outside of her regular work hours, she will be



compensated through a special fund for overtime specifically earmarked for Translation services. The point persons for written translations are Rosa Urena and Margarita Casimiro.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: PS 115

DBN: 06M115

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

K     1     2     3     4     5  
 6     7     8     9     10     11     12

Total # of teachers in this program: 10

# of certified ESL/Bilingual teachers: 9

# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title III Saturday Program will serve 67 students in grades 2-5 with 2-8 years in the system. The students will be grouped based on their NYSESLAT PROFICIENCY level and number of years in the System

Instruction for ELL students in grades 2-5, having scored an Intermediate proficiency level, in the NYSESLAT will focus on the use of a shared reading approach to develop students' print awareness, oral language skills, and reading comprehension, as well as their knowledge of text types, sight-word vocabulary, and word-attack skills by using ESL strategies to scaffold instruction.

Instruction for ELL students in grades 3-5, having scored an Advanced proficiency level, will focus on engaging students with high-impact nonfiction and fiction text. A bilingual or ESL certified teacher will provide explicit instruction in fluency, reading comprehension, vocabulary, and writing and support in navigating informational text. Teachers use the books as a spring board for discussing cultures, debating issues, and shaping opinions to cultivate appreciation and respect for diversity while fostering text-to-self, text-to-text, and text-to-world connections.

Schedule and Duration: Saturdays from December 8, 2012 to April 13, 2013 for 14 weeks for three hours each week.

Language of instruction: Spanish and English

# and types of certified teachers: 10 Bilingual or ESL certified teachers

Materials: For Grades 2 and 3 students at the intermediate level, we will use big books in Spanish and English with stories with satisfying outcomes that children want to read again and again, with strong picture support, with engaging illustrations that lend themselves for explicit support for demonstrating any aspect of writing in context.

For Grades 3-5 students at the Advanced level, we will use books in Spanish and English with similar readability levels and design features across each books, plus visual features and text organizers, to help students gain meaning from the texts.

Notebooks, folders, pencils, markers and chart tablets

## Part C: Professional Development

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To insure increased academic rigor and higher order thinking for our ELL students in reading and writing, teachers will participate in the following professional development programs:

A second language is acquired in the same way that a first language is acquired – by the learner's development of language relationships for the purpose of natural communication within a defined context. Receptive and productive language skills grow out of activities planned to support the total development of the learners. English language learners should be asked critical thinking questions using the Bloom Taxonomy of Learning Domains.

Teachers to receive training: Teachers teaching the ELLs Saturday Program.

Topics to be covered. Provide professional development for teachers on differentiated instruction, including strategies for ELLs that addresses students with a varied range of learning needs. PD will also focus on further developing the teachers' skills on asking questions from all levels of the taxonomy that are age appropriate and at the English language acquisition level of the English language learners.

Strategies for ELLs may include

Model think-alouds

Demonstrate fix-up strategies

Using visuals and graphic organizers

Using visual aides and/or cues that may help clarify meaning and solidify learning

Using Hands on activities to allow students to connect with the content and make the learning more concrete

Using data to monitor progress and inform instruction

Schedule and Duration: 2 hours after school before the start of the instructional program

and once a month for 2 hours on a Saturday after the instructional program

Provider: Rosa Ureña Bilingual Coordinator

Additionally, an after school per-session program will be incorporated to provide much needed support and guidance to Bilingual and/or Dual Language teachers who have only been teaching for 3 years or less. In a 2 hour session once every 2 weeks the teachers will meet with the principal, who will present topics

### Part C: Professional Development

such as: The stages of language acquisition, language acquisition strategies for second language learners, topics such as ELL students topics will move into more integral information such as Common Core standards, rubrics, and looking at student work. The group professional development sessions will run from December through March. At the onset of the school year said aid will be most intense. However, as the year progresses support will be decreasing as the program comes to a close in April. Tools that will be used are surveys, questionnaires and or evaluation forms completed through out the program by mentees will also be used to determine the functionality and success of the program.

Although a portion of the Title III monies will be used to fund bilingual, ESL, and dual language novice and experienced teachers who are participating in the program, Title III monies will also be used to fund the participation of other Commomn Branch professionals that would benefit from this program.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: PS 115 is committed to continuing to develop the solid foundation of parental involvement that has been established in recent years. We believe that family, teachers and school leaders should be involved in order to make education a collaborative effort between home and school. A cooperative effort among all staff must be developed to maximize assistance given to Ell students.

Schedule: 4 workshops for parents once a month for 2 hours. These will be a series of workshops in the areas of math and literacy to provide parents the necessary support to help their children succeed on the State Standardized tests. In the area of math, parents will be exposed to different strategies and games to use to make math fun and less threatening for children as well as themselves as the support for their children. Workshops in the area of literacy will include topics such as "Ways to help children increase comprehension through questioning," "Reading to and with your children," and "Using daily activities to teach reading strategies and increase vocabulary." In the area of ESL, parents will be exposed to ESL strategies they can use with their children at home to expedite language acquisition.

Parent will be notified of these activities via notices in both Spanish and English and phone calls to the home.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		